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ABSTRACT

The Arizona superintendent of instruction established five statewide committees of thirty persons each to identify and prioritize the educational needs of the state. Each of these committees was composed of representatives of one identifiable group--parents; persons in business, industry, and labor; teachers; school administrators; and local boards of trustees/education. The results of these groups' efforts are presented in chart form. The areas covered are discipline and personal development, curriculum and instruction, finance, organization and administration, and planning and policy determination. (Author/IRT)

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SUPERINTENDENT'S STATEWIDE ADVISORY COMMITTEES

"If you don't make a difference, who will?"

Carolyn Warner · October, 1975

FINAL REPORT · PHASE I

EA 009 226

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It has been only a few short months since we met for the first time. On that occasion, I attempted to challenge your thinking through the rhetorical question, "If you don't make a difference, who will?"

The answer has been anything but rhetorical. The Superintendent's Statewide Advisory Committees have worked diligently and thoughtfully identifying educational opportunities for Arizona schools. Their efforts present information to the Department of Education, State Board of Education, Arizona Legislature, Governor, and other interested persons.

The establishment of the Superintendent's Statewide Advisory Committees has been exciting for me. Exciting in that it exemplifies a belief best described in the writings of Thomas Jefferson. It was he who said, "There are extraordinary capabilities in ordinary people." Jefferson also expressed, "Authority should, and rightly must, in a democratic society, rest with the people."

I am deeply appreciative that you have willingly invested your time and energies in this very important matter. You have contributed greatly to the lives of children—warm, living, human beings—who are our future. I thank you on their behalf as well as my own.

Carolyn Warner

DISCIPLINE & PERSONAL DEVELOPMENT

Business, Industry & Labor

(DISCIPLINE–RESPECT)

Each student shall be taught the need for authority and individual rights and responsibilities. (2)*

Disrespectful attitudes or conduct shall be handled according to the severity of the incident.

A local level of discipline shall be maintained which will protect property, personnel, and the learning activities and rights of other students.

School activities shall have closer supervision.

(MORAL AND RELIGIOUS TEACHING)

The teaching of morals and religions shall be encouraged in schools. (7)

Each student should have a course in religious history, and the moral values that have existed through the history of man.

Prayer in school shall be allowed.

(FOSTERING CONSTRUCTIVE ATTITUDES: MOTIVATION)

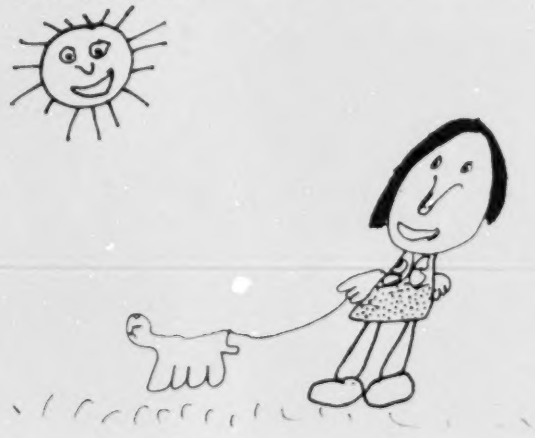
Constructive attitudes shall be fostered which will seek to motivate each student to excellence. (6)

Each student shall be helped to understand the need for getting along with others.

Each student shall be taught the "facts of life" about the world of work, and encouraged to develop an attitude of self-reliance and personal responsibility.

The "I can do it" attitude shall be encouraged from an early age, and each student stimulated to acquire the basic goals of desire and pride in accomplishment.

*(Number in parenthesis indicates assigned priority by each Advisory Committee)



Parents

(DISCIPLINE)

Each child shall function in a classroom situation where good behavior insures an orderly learning environment. Authority to establish and enforce rules and regulations shall be delegated to district school authorities under guidelines from the state. Parent input in policy making should be solicited. (4)

The administration of discipline should consider the individual and should be designed to produce positive changes.

Ridicule and sarcasm should *never* be used as tools of discipline.

A program shall be outlined at the state level which encourages the students, parents, and teachers in each local school district to establish the rules of behavior that they feel appropriate.

No child shall be left in the classroom as the voice of authority.

Utmost caution should be exercised to insure that "due process" is afforded to both students and parents.

Parent advisory committees shall be involved at the policy making level.

(SELF-WORTH)

Each child shall develop pride in his work and a feeling of self-worth. (2)

A. He shall develop a feeling of self understanding and self-awareness.

B. He shall develop his positive feelings toward himself and others.

C. He shall develop a feeling of pride in his school achievements and progress.

D. He shall develop a feeling of pride for his school facility.

Each child should understand the part all five senses play in awareness, through physical education as well as in classroom work.

Each child should develop the ability to assess needs and desires, to set realistic goals based upon capabilities, and to achieve these goals. He should also learn how to deal with unfulfilled goals.

As a child develops positive feelings toward himself and others, he should also learn how to deal with negative feelings in a constructive way.

Each child shall develop the capacity for self-evaluation so that he can become able to develop his own set of goals.

Each child should learn to measure his own progress; he should not rely only on report cards which assess someone else's measurement of his progress.

STATEWIDE ADVISORY COMMITTEES

School Administrators

(HUMAN RELATIONS)

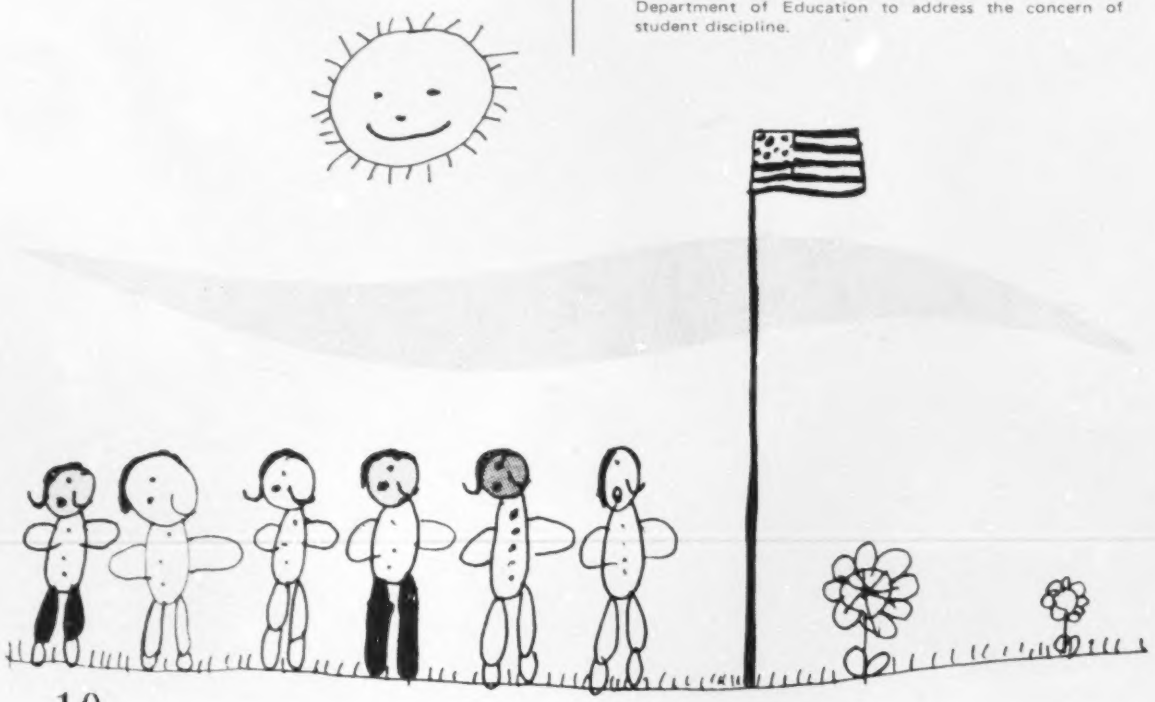
Students will have educational opportunities to become self-directed, and learn respect for themselves and their fellow man. (7)

The local education agency will be encouraged to develop similar philosophy statements concerning human relations.

Students will be encouraged to become self-directed, achieve their greatest potential, and assume responsibility for their own learning.

Students will be held responsible for all personal actions while under the supervision of school. Student actions will not be permitted which create unsafe, destructive, or disruptive conditions. The student will be given the benefit of due process.

A procedural resource manual with suggested student discipline procedures and due process should be developed and distributed to all school personnel. This manual generation assumes a joint effort of Arizona Department of Education, the attorney general, and various state school related organizations.



School Board Members

(AFFECTIVE VALUES AND ATTITUDES)

Each student, through the educational process, shall be encouraged to develop the values of patriotism, citizenship, and responsibility and a positive self-image. Time may be provided for prayer or meditation on an individual basis. (7)

Each student will be instructed in such a manner that he/she will develop and demonstrate appreciation of the values of patriotism, citizenship, and responsibility and a positive self-image.

A resource guide will be provided to teachers to assist them in instructing students in appreciation of values of patriotism, citizenship, and responsibility.

The student may be permitted time for prayer or meditation.

Each student should learn in a positive atmosphere, free of strife. Corrective action toward problem students needs support and reinforcement from the total community. (11)

The student shall be instructed in a classroom where positive reinforcement prevails.

A statewide task force, comprised of parents, teachers, school board members, administrators, and other community leaders, shall be established by the Arizona Department of Education to address the concern of student discipline.

Teachers

(CHILD'S SELF-CONCEPT)

Each student shall be given an opportunity to learn in an educational environment conducive to the development of an ethical and positive attitude toward self and others, school and learning, home and environment; and to recognize responsibility inherent in these. (1)

To enable each student to understand his/her background so that he/she can make a firm assessment of his/her future.

To enable each student to achieve a positive, aggressive attitude toward school and learning.

To provide a variety of successful experiences.

To provide for student involvement in planning educational experiences.

To enable each student to leave school with a greater understanding and feeling of unity with other ethnic and cultural groups.

To enable each student to have respect for life and an appreciation for its interrelationships.

To enable students to function as responsible citizens.

To develop a working knowledge of government.

To develop a thorough understanding of American government and its processes.

To develop an attitude conducive to participation in governmental processes.

To prepare students to live comfortably with change.

To enable each student to express feelings in socially acceptable forms.

(PUBLIC EDUCATION LAWS)

Each student shall be in a school district that shall not allow disruption of the educational process by an unruly individual. (12)

The schools shall be backed by social service agencies, juvenile courts, parents, and the school districts with set rules that govern the behavior of all students in the district which will not allow anyone to disrupt the educational process.

Administrators, teachers, parents, and paraprofessionals be provided with pre-service and in-service assistance to alter negative attitudes of student discipline.

Increased public support of teachers and the schools in the area of student discipline be secured through a public education and information program.

DISCIPLINE & PERSONAL DEVELOPMENT

Business, Industry & Labor

Parents

Each child should become involved in the maintenance and custodial tasks of the school, as long as this is not used as a punishment.

Each child should develop respect for his own personal property and that of others.

Each child shall be encouraged to enjoy school. (12)

Teachers must value the individual differences in students and accept them as worthy persons regardless of their individual actions.

Each child should be given help in developing his strengths as well as dealing with his weaknesses.

Teachers and parents should constantly point out how academic subjects apply to tasks in the real world.

Each child shall function in a learning environment which encourages him to achieve to the best of his own ability. (10)

A child will have a secure feeling in class so that he will want to participate. Teachers will try to find something positive in every statement of every child.

A child will be encouraged to ask questions if he doesn't understand what is going on in class.

The school will have proper lighting, heating, and cooling. It will be clean and attractive. It should be flexibly designed to allow for a variety of learning environments. Specifications shall meet or exceed state requirements.

Teachers will be hired who like children, want to get involved with them, and want them to learn.

Students should be recognized in their strong areas and encouraged and supported in their weaker areas.

Students and teachers will learn to respect each other's individuality.

There should be close cooperation between educators and parents.

CURRICULUM & INSTRUCTION

(CURRICULUM)

Although minimum statewide standards shall be adopted, the educational system in Arizona shall be flexible enough for local districts to have programs they want and need for their particular circumstances. (1)

A uniform statewide grading system shall be established. Specific levels of achievement shall be established for each grade. Every student shall meet these standards in order to advance in the regular program.

Each student will be made aware of the working and value of the free enterprise system, the role of the U.S. in the world of economics, the democratic process, the history and culture of our nation, state and locale.

Each student shall receive *increased emphasis* training in the basic communication skills in order that he/she may read proficiently, spell accurately and express himself/herself, orally or written, with confidence.

Each student shall be taught fiscal responsibility from all facets—personal, family, job, and government including budgeting, planning, and proper use of credit and money.

The curriculum shall include as wide a variety of cultural, educational, and recreational activities as feasible.

(CURRICULUM—BASIC SKILLS)

Each child shall have the benefit of an education which stresses the basic skills (reading, writing, and computation) in such a way that each student will achieve not only to the best of his ability, but will be able to attain the minimum graduation standards (from elementary and high school) with the rest of his age group. This will include a comprehensive library program and accelerated and remedial courses. (1)

Consistent evaluation of students shall begin at the kindergarten level and continue throughout the grades, so that a child is not allowed to fall too far behind.

(CURRICULUM)

Each child shall be taught to be a good citizen by understanding and practicing democratic ideas and ideals. (11)

A. He will develop an understanding of our American cultural heritage—ethical, religious, economic, and social systems.

B. He shall develop an understanding of the obligations, rights, and responsibilities of citizenship.

C. He shall develop attitudes for productive citizenship in a democratic republic.

School Administrators	School Board Members	Teachers

(CURRICULUM)

Each student will be exposed to practical education programs designed to: (a) develop mastery commensurate with ability in the survival skills including reading, communication, computation, and interpersonal relationships; (b) promote self-esteem and worth of the individual; (c) develop informed and participating citizens in a democratic society; (d) relate programs to the needs of changing environments and times; (e) provide involvement in the arts; (f) develop a salable skill. (3)

Services will be available to districts in need of special help in organizing management systems to implement the survival skills (reading, communication, computational skills).

Each district will be encouraged to develop and implement criterion referenced measures to monitor student progress and improve programs.

All state mandates will be examined for their long-range effect on funding, management, and resources, before implementation and/or continuation.

Local school districts will be encouraged to formulate and implement objectives in the affective domain.

(BASIC EDUCATION)

Each student shall be provided with a quality basic education. Emphasis should be placed on reading, math, and communication skills taught in a framework which encourages knowledgeable problem-solving and decision-making so that the graduate is proficient in verbal and written expression. (1)

A basic education should allow each student to graduate with the ability to determine and fulfill his/her responsibilities as a citizen and parent. This education should give the student the ability to be self-reliant, productive, and work well with others.

Content in the above areas must be augmented by problem-solving experiences which are increasingly related to life situations.

Evaluation of student performance must be repetitive and designed to identify deficiencies while time exists to correct them.

Remedial and/or corrective programs shall be available to insure proficiency.

(ESSENTIAL SKILLS)

Each student shall have an opportunity to develop all basic skills to his/her optimum level, and have opportunity for other concrete experiences necessary for success in academic and vocational work, problem-solving, decision-making, and responsible citizenship. (2.5)

To enable each student to reach his/her maximum reading potential.

To master comprehension skills.

To master word attack skills.

To be properly evaluated and assessed as to strengths and weaknesses.

To be provided with reading resource centers in each school.

To enable all students to have access to all forms of media so they can be a better informed populace, act responsibly, and become effective decision makers.

To enable each student to communicate effectively using the written medium.

To provide each student with the skills necessary for effective oral/aural communication.

CURRICULUM & INSTRUCTION

Business, Industry & Labor

The individual needs of all students shall be recognized and programs instituted where feasible to guarantee the fulfillment of these needs.

Each student will be taught the reasons for having a sense of pride in America.

Every school district shall be encouraged to provide "alternative" schools where a more structured program with stronger goals and discipline will be enforced.

Each student shall be taught the source of government revenue; who pays taxes, how and when they are paid.

Each student will be trained to understand his role in the democratic process.

Each student shall receive good health care training, including training in nutrition and regular exercise, beginning in the early years.

Each grade school student should have an opportunity to receive at least one foreign language.

Each student shall be taught the necessity of capital formation.

High schools shall make every effort to meet the need for a greater variety of subjects for talented children.

The local school districts shall closely evaluate competitive sports between schools.

High schools shall make every effort to expand their foreign language department.

Every effort shall be made to develop schedules for athletic contests which eliminate unreasonable travel and expenses.

Resource materials for changing subject matter shall be kept current by the State Superintendent of Public Instruction.

Parents

Parents have the right to expect that the schools, in their teaching approaches and selection of instructional materials, will respect and protect the values and standards that their children are taught at home.* If the classroom teacher does not share these values, she must at least avoid deliberate destruction of them.

*As long as the child's behavior does not disturb the classroom. See discipline.

Each child shall learn to examine and use information. (9)

A. He shall develop the ability to use the scientific method.

B. He shall develop reasoning abilities.

C. He shall develop skills to think and proceed logically.

This means that the curriculum and teaching tools shall be geared to accomplish these goals.

Children can learn from practical experience to accept the consequences of their decisions.

Each child must develop communication skills in reading, writing, speaking, and listening. (5)

A. He shall develop the ability to communicate ideas and feelings effectively.

B. He shall develop skills in oral and written English.

Each child shall be encouraged to share his ideas often—both orally and on paper.

Beginning at the kindergarten level, he shall develop skills in both reading and comprehension. He shall learn to use these reading skills to develop precision and good style in writing.

Each child shall learn to use correct English as a primary language. Opportunities may be provided for developing skills in other languages as second languages.

Each child shall learn about and try to understand the changes that take place in the world. (13)

He shall develop an awareness and the ability to adjust to a changing world and its problems and to society as it affects him.

He shall develop an understanding of the past, and the ability to identify with the present and to meet the future.

He shall develop an understanding of the political and cultural backgrounds of other peoples and nations.

At the primary level, courses shall be available which would help the child deal with death, divorce, separation, and other such changes that he may encounter.

The course material will deal only with the change and its effects, and will not include value judgments.

Each child shall gain a general education. (7)

A. He shall develop a background and skills in natural sciences, mathematics, social sciences, and foreign languages.

B. He shall develop a fund of information and concepts.

C. He shall develop his special interests and abilities.

School Administrators

The program should be sufficiently comprehensive to provide opportunities in the arts and vocational education.

(LEARNING ALTERNATIVES)

Each student will have the opportunity to participate in educational programs that accommodate differing learning styles and needs. (5)

Each district will conduct an assessment on a need for alternative approaches to learning.

The State Department will act as a resource unit for research/dissemination on alternative programs.

The State Legislature will provide money for pilot funding of alternative programs.

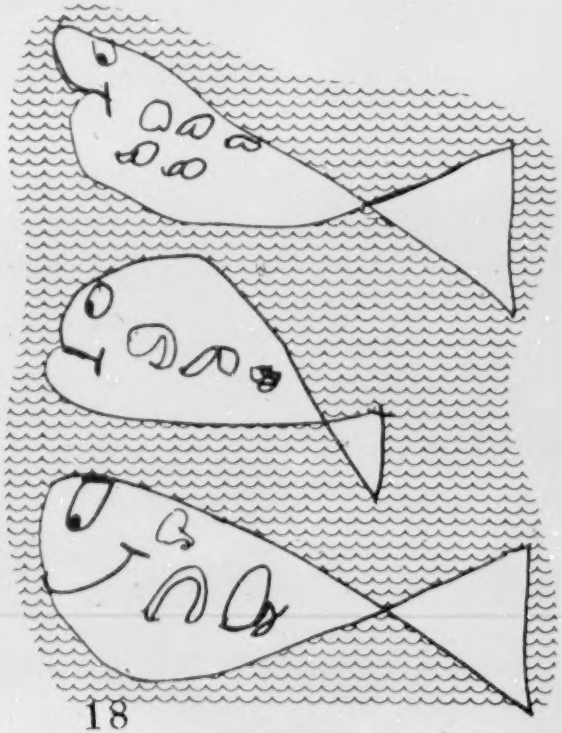
Programs will be evaluated locally in terms of meeting stated objectives.

(COMMUNITY INVOLVEMENT)

Each student will learn in an educational environment which draws on the human and material resources in the community. (9)

Each local district will be encouraged to design and implement a program to provide for community involvement.

The State Department will act as a resource unit for research/dissemination on community involvement.



School Board Members

Each student shall, in addition to the basic program, have experience with art, music, physical education, and foreign language as a means of achieving a breadth of academic knowledge and physical development. (12)

This should prepare each student for an appreciation of others' talents as well as his/her own avocational interests.

These special programs should ideally start at the primary level and continue throughout the student's educational life.

Each student shall be instructed or receive experience in the free enterprise system and the democratic form of government used at the local, state, and national levels. (10)

A working knowledge of our business world and a basic understanding of economics should result from this instruction so that students can become productive and self-supporting citizens.

Each student should be aware of our political system in order to be an informed voter and, if so desired, capable of being involved in politics at some level.

(SPECIAL EDUCATION)

Each student shall, regardless of intellectual or physical capacities, be provided an educational program which fulfills his/her individual needs and abilities: (8)

A. Gifted program
B. Disadvantaged program

Reliable and valid testing instruments shall be available through the State Department of Education by which the "exceptional" child (either A. or B.) can be identified.

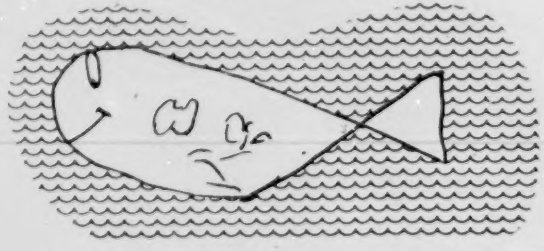
Students in special education categories shall be identified by a process which considers potential educational outcome, not the availability of local funding.

Additional costs related to the education of such children (including transportation) must be borne by the state.

Retesting on a yearly basis must be carried out to assure that continued special education status is based upon the most current available data.

The overriding principle upon which special education must be based is that of individualized self-pacing. The goal must be to maximize the student's capacity to achieve his/her potential.

Assistance from the State Department of Education must be available to local districts in areas of specialized programming and career counseling.



Teachers

To enable each student to compute mathematically at his/her maximum achievable level with an emphasis on real life applications.

To enable each student to function efficiently in the use of the Metric System (SI).

To provide each student with a variety of concrete learning experiences, including hands-on learnings, on-the-job training, field experience, and real experience in school-related learning at all levels.

To provide each student with the opportunity for vocational and technical training and counseling.

To provide an education system which enables each student to exit with a salable skill of his/her choice and the knowledge to choose that skill intelligently.

To provide each student with up-to-date consumer education.

Each student shall be in a district that is provided with specific suggested guidelines delineating curriculum at all areas.

To enable each student to take part in scientific thinking through a science program made relevant to everyday life at all levels.

To provide students with adequate health education, including personal health, sex education, drug education, and physical education.

(EQUALIZING–INDIVIDUALIZED INSTRUCTION)

All children shall have optimal access to programs that develop knowledge, skills, and appreciation in all areas of the curriculum, including the arts. (7)

To promote and incorporate art, music, and humanities in a child-centered curriculum in all schools.

To provide separate mobile instructional units and teaching personnel on a regular semi-monthly basis to districts with demonstrated need in areas of gross motor control (physical education), fine motor control (art), rhythmic response (music), remediation (basics), 3 R's, enrichment (science, foreign language, 3 R's), special education (physically, educationally, emotionally handicapped) to be coordinated regionally and funded cooperatively by participating districts and the state.

Each student shall have the opportunity to be educated in a flexible program that allows progression at a rate and in a manner consistent with physical, mental, and emotional ability and ambition. (9)

All school districts shall have programs to meet needs in special education, speech, reading, language disabilities, and other educational handicaps.

To provide each teacher the freedom and encouragement to use those methods with which he/she can best reach students.

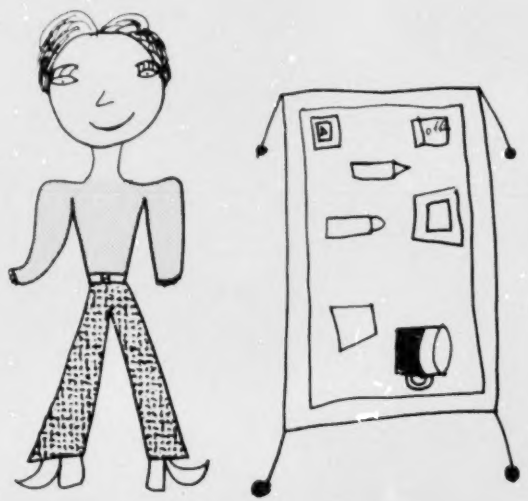
To provide release time to the student for religious or ethnic instruction.

That flexible programs for high school graduation be developed based on rates of learning, interests, backgrounds, and individual differences.

That extra semester school programs be developed for students with special needs, talents, or abilities.

CURRICULUM & INSTRUCTION

Business, Industry & Labor



(SPECIAL EDUCATION)

Children with mental, physical, and social barriers as well as the specially gifted will receive special training to provide them with the opportunities to develop their potential. (8)

Special training programs shall be coordinated so that expensive equipment, facilities, and programs need not be duplicated in every district.

Special programs shall be developed and updated which are designed to overcome serious language, cultural, or attitude barriers to learning.

(CAREER COUNSELING)

Since a person's career plays an important role in his/her success and happiness, a major effort will be made to guide and inform each student with regard to his/her natural aptitudes and to provide each with an understanding of the many careers available and the preparation necessary for each. (5)

A major effort will be made to guide and inform students concerning their aptitudes and to provide them with an understanding of the many careers available and the preparation necessary for each.

Means shall be found of exposing students to a wide range of opportunities and involving them in experiences so that they will be able to understand and accept the process of career development.

Individual career counseling shall be required.

Parents

Where possible, local school districts will set up foreign language programs at the elementary level. These programs may be included as part of a gifted program.

"Special interests and abilities" includes bands, vocal groups, etc., journalism, and other such activities. Where possible, members of the community who have a demonstrated proficiency in these areas should be invited to assist the certified teachers.

Each child shall participate in a physical education program. Special attention shall be given in early years to development of motor skills. (16)

This means that *all* students K-12 shall participate on an individual basis in some form of physical activity commensurate with their age and physical ability.

Programs shall be developed on an individual basis for physically and mentally handicapped students.

Emphasis should be placed on enjoyment in participation, not on competition and perfection of performance.

(SPECIAL EDUCATION)

Each child with special physical, mental, or emotional problems shall be provided the necessary support system to reach his maximum educational potential. Special classrooms will be strategically located to handle these special problems. Where possible, these students should be integrated into the regular classroom program. (17)

Each child with special gifts or talents in the areas of general intellectual ability, special academic aptitude, creative thinking, leadership ability, visual and performing arts, and physical ability will be identified and provided with special educational opportunities to develop these gifts and talents to their highest level for the benefit of the child and the community. (15)

The gifted child program must be mandated by the State Legislature and not placed under the seven percent restriction.

The State Superintendent shall appoint a qualified state coordinator who will in turn develop an in-service training staff. This training staff will be responsible for developing the personnel and program options available to the districts. It will also find and implement ways to turn around the counter-productive attitudes toward the gifted child* found within the educational system at teacher, principal, and administrator levels.

*School personnel must recognize that the "gifted child" does, indeed, exist.

Gifted children do have special problems which teachers must learn to recognize and handle.

The gifted child's talents must not be exploited in the classroom to his educational and emotional detriment.

The state in-service training staff will help and encourage local parent groups by making available information and guest speakers at the local and state supported seminars. The ultimate responsibility for gifted programs will be left to the districts.

School Administrators

School Board Members

(CAREER-VOCATIONAL EDUCATION)

Each student shall be given guidance, counseling, and the opportunity to pursue career education concepts that provide an understanding of career awareness, orientation, exploration experiences, and initial employability skills. (3)

The student's awareness of careers should begin at the elementary level.

Emphasize vocations for those students not college bound.

The high school student shall be provided vocational programs which will give him/her a salable skill. These programs may be shared by districts.

Involvement of the business community to provide students with career awareness.

Teachers

That programs be developed and implemented to insure the education of gifted children to full potential.

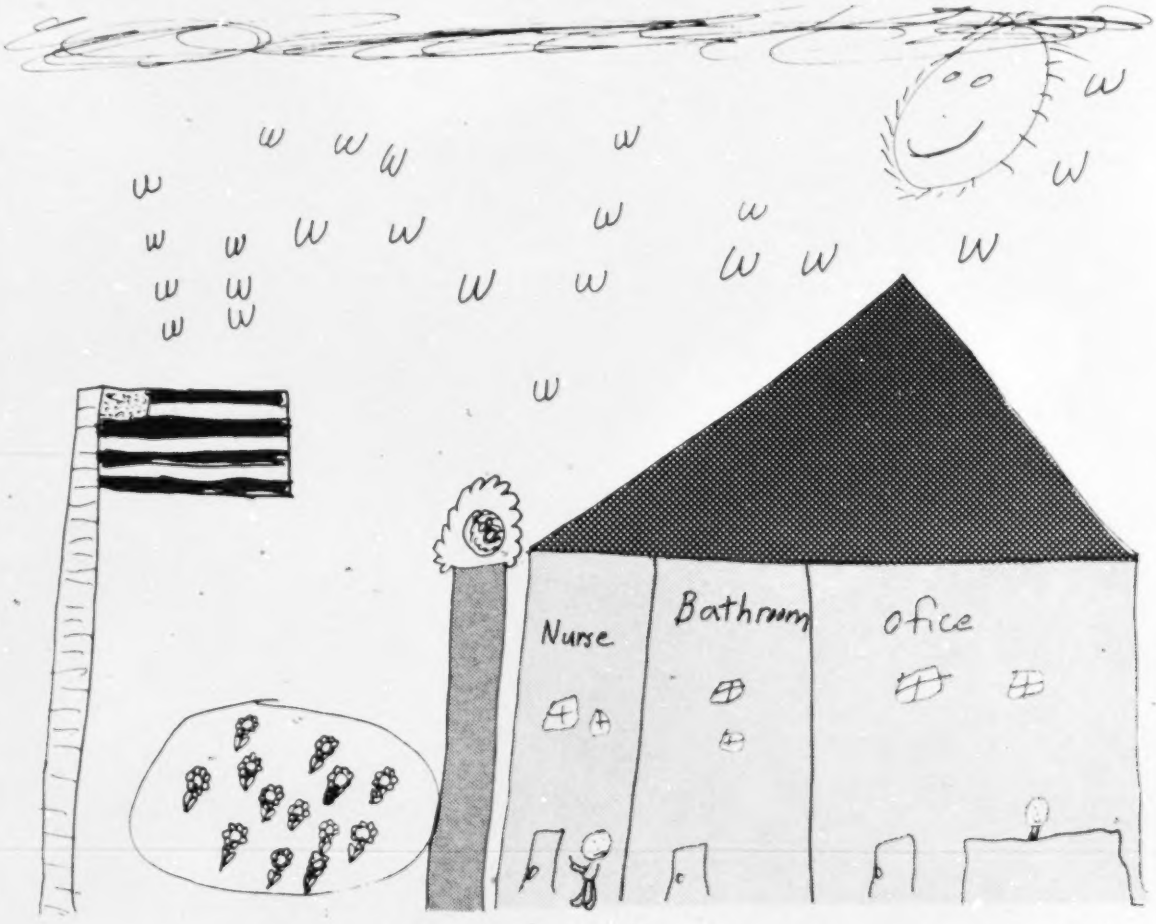
Each student shall become proficient in English and shall have the opportunity to gain fluency in a second language. (14)

That a basic goal of all education shall be a proficiency in the English language.

All school districts will provide the opportunity for the student to become fluent in a second language.

To promote, provide, and improve ESL programs.

To provide a better bilingual education program for non-English speaking students.



CURRICULUM & INSTRUCTION

Business, Industry & Labor

(VOCATIONAL EDUCATION)

Arizona schools shall maintain and continue to strengthen the vocational education program. (9)

Greater attention shall be leveled at the education or training of those people who have no interest in going to college.

Arizona schools shall develop a systematic approach to evaluating and meeting the requirements of emerging occupations.

Programs shall be devised, implemented, and/or expanded which allow children to work and earn money during their school years.

Parents

(CAREER-VOCATIONAL EDUCATION)

Each child at the elementary level will learn about career possibilities. Each high school district will provide adequate facilities, equipment, and personnel, or will otherwise provide the opportunity for each student to develop those skills which will lead to a productive career. Vocational training will also include management and "people" skills. Career education will not "lock in" a student at an early age to any particular career or occupational group. Career education will be of the quality that, should a student choose to enter college, he will have met the basic academic requirements. (18)

This means that, at the elementary level, either professional career education people or outside speakers should be encouraged to participate in career education. Both vocational and professional people should be included.

At the high school level, a "vocational education student" shall have the option of taking courses that will prepare him for college.

FINANCE

(FINANCING)

The state should strive for further uniformity of tax burden throughout the state and, while complying with statewide goals, maintain the opportunity for local school districts to control and enhance the educational experiences. (4)

A. Acquisition and Dissemination of Tax Monies

The state shall strive to put financing of public schools on such a basis that district boundaries are not gerrymandered for tax purposes. Such districting results in inefficiencies and unequal educational opportunities from district to district.

The state should further strengthen the equalization formula to insure that the tax burden of education shall be more equal throughout the state.

New sources of revenue other than property taxes to fund educational programs shall be explored and provided as necessary.

B. Efficient Use of School Finances and Resources

Fiscal responsibility shall be stressed in administration of schools. School facilities should be fully utilized for community as well as school programs and be self sustaining so far as possible.

The state shall provide one or more standard construction plans for schools which shall be made available to all districts within the state.

C. Balancing Needs with Costs

It shall be the responsibility of each district school board to achieve local and statewide educational goals and to allocate available funds on the basis of priorities established within each district.

(FINANCE)

Each child shall have the necessary financial support for a quality education. (6)

Minimum standards for a quality education will be defined by the State Board of Education.

Expenditure levels needed to attain these minimum standards will be set with regard to the different needs of students of different ages, abilities, backgrounds, and geographical locations. Funds for this minimum quality education will be supplied by the state. These expenditure levels shall be revised often to take into account cost of living changes.

State public school support should be funded by industrial, commercial, and utility taxes. This tax rate will be set by the legislature. All households, including those not in a school district, shall pay at least a minimum rate into the state school fund.

Local districts shall have the option of raising additional support for local programming, with approval from the community.

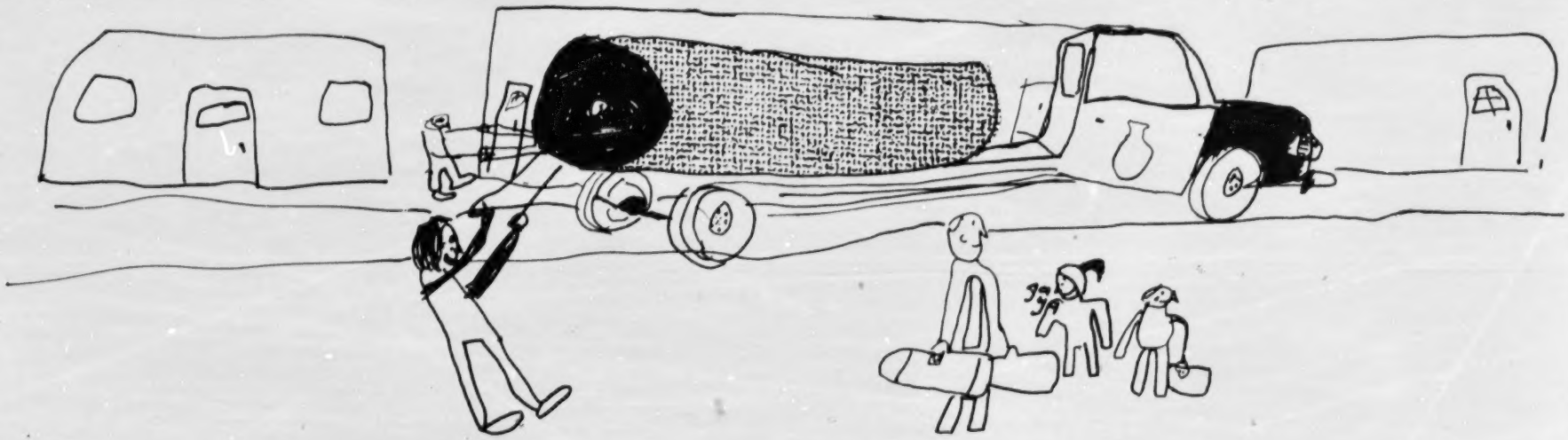
Local districts shall not be penalized financially by the state for receiving federal funds.

A task force shall be established by the State Department to investigate the feasibility of the "voucher system."

School Administrators

School Board Members

Teachers



(FUNDING)

Each student will have quality educational opportunities based on adequate funding. Funding will assure revenue sources to support existing and mandated programs, and encourage expansion and innovation. Funding procedures must allow local option to expand beyond fundamental programs. (1)

The State Legislature will provide adequate basic funding for existing and mandated programs. Alternative funding sources should be explored to expand foundation programs.

Before any program is mandated, it must be fully funded.

The legislature will investigate the taxing of private users of public land.

The legislature will fund basic foundation aid to a level commensurate with the present day cost of education.

Funding procedures must allow local option to expand beyond fundamental programs.

(FINANCING)

Each student will have available the financial resources to provide a quality basic education with augmented funds for supportive programs of enrichment to be determined by the local boards and communities. (4)

The state must assume this responsibility through a tax system which equalizes educational opportunity, irrespective of local district resources.

The local board of trustees shall be responsible for the utilization of these resources, efficiently and fairly.

The financial burden of supportive enrichment programs shall be borne by resources which are raised from local sources.

Decisions regarding program augmentation shall be made by mutual agreement between the board, instructional staff, and the community.

Each school district should carefully evaluate the pros and cons of federal monies. When such monies are desirable, if possible they shall be allocated through the State Department of Education for equitable local distribution. (17)

The ultimate decision concerning the desirability of utilizing federal monies is one which must be made by the local school board.

It should be the responsibility of the State Department of Education to inform local districts of such federal monies that are available.

Monies for specific local programs and/or needs may be sought and received by local districts independent of the state structure.

Monies of more general applicability shall be funneled through the State Department of Education to insure equitable distribution according to need.

(PUBLIC EDUCATION LAWS)

Each student shall have the opportunity to learn in a system governed by public education laws which have the actual maximum good of the student as their goal, including equalization of funding and adequately researched programs and testing. (8)

That statewide programs be fully researched before being submitted to districts.

State mandates on local school districts shall be meaningful to administrators, teachers, and children.

Delete ADA from the present formula.

Develop a better system of school finance, not based on school attendance.

Provide more funding at the state level rather than the district.

Return budgeting to local control and eliminate statewide budget limitations.

Allow adequate training and time for implementation of programs.

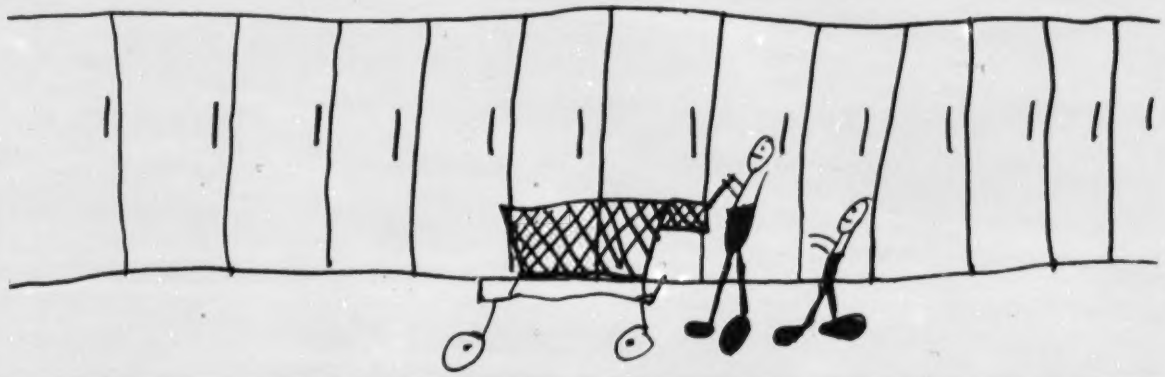
All statewide testing programs shall be reviewed, revised, and improved periodically, and make use of statistical sampling techniques.

FINANCE

ORGANIZATION & ADMINISTRATION

Business, Industry & Labor

Parents



(QUALITY OF TEACHERS)

The best teachers possible shall be hired, trained, and encouraged to achieve the very highest degree of professional and moral standards. (3)

It is mandatory that: teacher qualification reviews be made by each local school board and administration on a regular basis, including classroom evaluation; teachers be screened seeking those with high moral values, and a school board be free to act on the results of those evaluations.

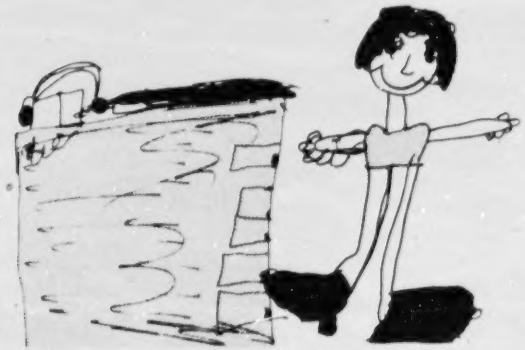
Teacher and administrator ability to control student conduct and activities shall be improved and strengthened.

The tenure system shall be eliminated.

Teachers shall encourage creativity in students, but not at the expense of learning the basics.

Methods shall be devised of allowing better students to be stimulated by new work while teachers are spending time reviewing with the slower students.

Better use shall be made of the nation's top teachers by letting their capacity to explain and challenge reach all students—perhaps through the use of TV or films which could bring them into any classroom.



(TEACHERS' QUALIFICATIONS)

Each child shall be taught by qualified professional people who like and understand children and who: (3)

A. Are involved in their own continuing education.

B. Are above reproach morally, as defined by law.

C. Are concerned with the needs of the individual child.

D. Are impartial and fair in the handling of children.

E. Are interested in teaching and who inspire a desire to learn.

F. Have received a special course to help primary grade children cope with the emotional aspects of death, divorce, separation, and other such changes.

The State Department of Education will establish standards for teacher preparation and continued education. These shall include a high school (senior level) English Composition examination. Remedial courses will be offered for teachers who fail. Teachers must take, and pass, this exam at five year intervals.

The local school districts will continue to establish pay standards and policies for advanced or continuing education.

Both groups, state and local, shall look more closely at the quality of the credit hours earned past the M.A. level.

Recertification shall be granted at three or four year intervals.

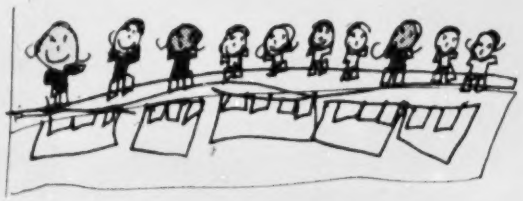
Evaluation of probationary teachers shall be every year, and of continuing teachers at least every other year.

The process of receiving tenure shall be studied so that it may be modified.

Students will not be involved in the teacher evaluation process.

Professional teacher organizations should be encouraged to participate in a process of self-regulation.

School Administrators



(STAFF PREPARATION AND EVALUATION)

Each student will have the advantage of competent certificated personnel skilled in subject areas, adequate curriculum building techniques, human relations, and have access to adequate classroom equipment. Evaluation of staff should be competency based. (4)

ARS 15-250–268 will be amended to correct deficiencies pertaining to tenure teachers.

Local school districts will set up their own procedures pertaining to employee hiring, evaluation, and termination consistent with ARS 15-250–268, taking into account due process, and based on local needs and philosophies.

The State Department of Education will make recommendations to the Board of Regents and teacher training institutions for establishment of improved standards for teacher and administrator preparation.

LEA's in conjunction with the Research Coordinating Unit will define and develop competency-based evaluation techniques and procedures.

(STATE DEPARTMENT)

Each school district will receive the benefit of quality department leadership and service. (8)

Present the needs of education to the legislature and seek passage of appropriate legislation.

Act as an advocate to solutions of statewide problems.

Provide resources to all districts as needed.

State Department will disseminate good practices of the local school districts.

State Department will identify common problem areas and suggest possible solutions.

State Department will explore the possibility of the County School Superintendents becoming satellites of the State Department to bring services closer to the local districts.

State Department will provide assistance upon request for evaluation of local educational programs.

School Board Members

When dictated by local needs, school eating programs shall be developed and funded by mechanisms which provide satisfactory service without adversely impacting on the educational program of the district. (18)

The primary function of the local district is the education of students.

When this primary function is diluted by the nutritional inadequacy of some students, the district is obligated to seek ways to remove this educational barrier.

The federal government has traditionally assumed this responsibility, but variable year-to-year support has made local financial planning uncertain.

A guaranteed basic support level must be provided through state resources that will remove this uncertainty from local budget planning and insure that educational funds will not be subverted for noneducational purposes.

(GOVERNANCE)

Each student shall be assured that his/her instructor has passed certification requirements which assure competence to the extent that this is possible through the certification process. (16)

The state must assume the primary role in the certification process.

Educational institutions must work with the state (Department of Education) to insure that teacher education is compatible with the changing requirements for classroom competence.

Attempts must be made to define noncognitive as well as cognitive evaluation methods in the certification process.

Evidence of continuing education in areas of required competence must be provided at least every three years to maintain certification.

Each student shall be provided with educational procedures mutually developed between board and professional staff which establish mechanisms for educational accountability. (6)

It is the primary responsibility of the board to provide the equipment and materials requisite for maximum learning to occur.

It is the primary responsibility of the professional staff to utilize the resources of the above to achieve a satisfactory educational outcome.

Together, board and professional staff must develop and agree upon criteria to be used to evaluate teacher performance.

Continued employment in a professional position must be predicated upon achievement of the above criteria.

Each district should develop a positive atmosphere between boards and district employees to maintain local control in contract and salary negotiations. (13)

The education of students within each district is the joint responsibility of the board and professional staff, functioning under the rules and guidelines of the state.

Given this joint responsibility and knowledge of local resources, contract and salary negotiations must be conducted without outside influence or interference.

Teachers

(TEACHERS)

Each student shall have teachers who respond to the needs of children, are professionally competent, have access to and are active in the administrative process. (2.5)

There shall be an accountability program.

Accountability shall be shared by students, parents, teachers, administrators, and school board members.

The accountability program shall be administered at the local level.

In establishing teacher accountability, all relevant factors (i.e., student ability, class load, support personnel availability, etc.) must be considered.

Establish teacher role in the administrative process.

To insure highly trained professionals, certification at all levels of education shall be strengthened by providing for significant teacher input into state certification requirements.

In-service programs for teachers in all areas.

In-service programs should provide for release time or compensatory pay.

Such programs may be originated either through districts, teachers, or administrators.

Each student shall have teachers whose status is evidenced by salary and teaching schedules commensurate with the responsibility of the profession and secured with a meaningful professional negotiations law. (4)

That a workable and meaningful professional negotiations law be implemented.

To develop and implement methods through which teaching and preparation time of teachers is increased through the reduction of clerical tasks and extra duties.

A program whereby teachers could enter another field for one or two years without sacrifice of tenure/grade in order to gain practical experience relative to the needs of their students.

Develop a statewide educational public relation staff to promote the positive aspects of education and the professionalism of teachers.

ORGANIZATION & ADMINISTRATION

Business, Industry & Labor

Parents

(GOVERNANCE: STATE LEVEL POLICIES)

District school boards will be responsible for the educational policies in their schools. The State Board of Education and the State Department of Education will be service and support units to these local boards and districts. The regulatory functions of these state bodies shall be limited to that directed specifically by statute. All other administrative and substantive decisions shall be left to the district boards. (19)

(GOVERNANCE: LOCAL POLICIES)

Each child shall have the benefit of an education directed by policies evolved and refined as much as possible at the local level. Parents, students, school board members, administrators, and other members of the community acting in concert will exercise their influence to achieve this goal. (8)

"School District" means local school board, superintendent, principal, teachers, parents. All should be given opportunity for *equal* input.

(COMMUNITY PARTICIPATION)

People from the community will have the opportunity to use the school facilities as available. In addition, they will be able to teach specialized courses to school children and adults, or otherwise to assist in the instructional program. (20)

(YEAR-ROUND SCHOOLS)

School facilities shall be made available on a year-round basis for academic or recreational pursuits. Local school personnel, with input from parents and the community, shall decide how to set up their own school calendars. (21)

School facilities are the property of the community. School personnel, in cooperation with the community, should look for ways to make these facilities, including custodial staff if needed, available for community activities, whether or not those activities are "school related."

The local school board shall decide how to distribute the 175 school days throughout the year.

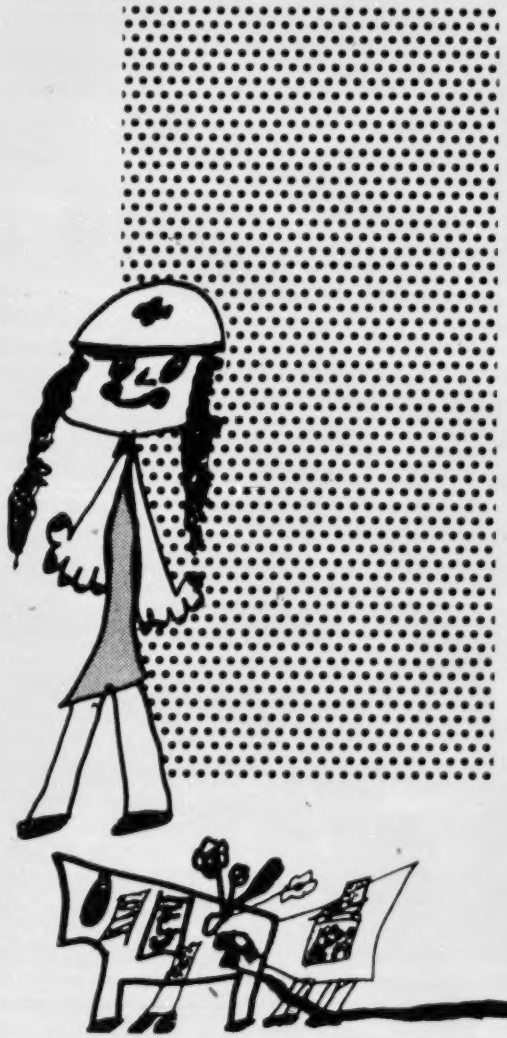
School Administrators

(LOCAL CONTROL)

Each student will receive the benefits of the responsiveness and accountability inherent in control by a school board elected by residents of the area served. (2)

The local school district will set educational standards for their district that will meet the needs of students.

The State Legislature will rewrite and recode Title 15 to delineate and expand the responsibilities and powers of local school boards in relation to other levels of state education agencies (i.e., State Department of Education, State Board of Education).



School Board Members

The overriding consideration in any negotiations must be the educational needs of the students and the necessity to provide a continuous uninterrupted school year.

Each district shall be governed by a Board of Education/Board of Trustees, one of which is elected yearly to maintain continuity. (15)

By state law, a local Board of Education must be representative of the district it serves.

So that this governing body will not be subject to rapid and possibly capricious change, no single election should involve a majority of that body's membership.

This objective is best served by annual elections in which no more than one (or certainly a minority) of the board positions is contested.

(EDUCATIONAL PHILOSOPHY)

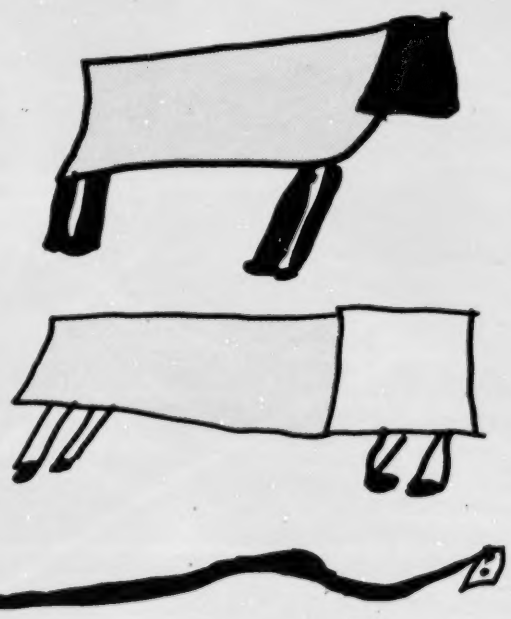
School facilities should be used to fulfill educational needs of the total community. (14)

Students will attend a school whose facilities are made available to:

Students during their regular school hours to accommodate the academic and cocurricular programs.

Patrons who desire to pursue special interest, vocational, academic, etc., programs.

Youth oriented organizations to provide facilities for participation by their members.



Teachers

(PHYSICAL PLANT AND FACILITIES, TEACHING AND LEARNING CONDITIONS, AND SUPPORT SERVICES)

Each student with need shall have available transportation to and from school; and every student shall have necessary transportation to develop to his/her optimum level all basic skills, and shall have trained personnel for such services. (11)

All transportation provided shall be safe and adequate, and drivers shall be qualified.

Each student shall have opportunities for educational enrichment outside the school walls.

Adequate school transportation shall be provided for educational enrichment trips; a qualified driver other than the teacher sponsor shall be made available.

Each student shall be in a class with an actual classroom teacher/pupil ratio conducive to optimum learning. (5)

To enable each student to be in a classroom environment where the actual teacher/pupil ratio is small enough for the teacher to give individual help to each child and not to exceed an actual ratio of 20:1, K-3 and 25:1 thereafter in all academic areas.

Necessary monies and legislation be provided to eliminate overcrowding in classrooms.

To enable each student to be in a classroom where modifications are made in class size, scheduling, and curriculum designed to accommodate the shifting demands that mainstreaming and other special situations create.

Each student and teacher in every area of the state shall be provided with adequate facilities, safe classrooms, and service areas. (6)

To provide research with regard to optimal square foot per child requirements for learning areas and to implement these findings.

To provide each student attending school with safe and attractive classrooms and service areas.

To provide facilities which meet the needs of the physically handicapped.

To provide for each student and teacher a setting which contains all necessary service facilities such as restrooms, cafeterias, libraries, playgrounds, gymnasiums, media centers, teacher work areas, and so forth.

Each student shall be in a school district which has access to rich state resource centers of materials, skilled personnel, and support personnel. (13)

That action be taken to coordinate existing resource centers in the state.

That additional in-state and out-of-state materials and resources be acquired and developed to enlarge existing collections according to researched needs.

That county access and distribution points for materials be established.

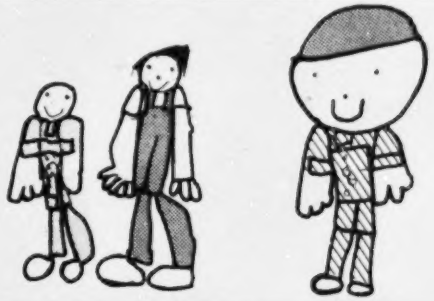
That existing and future resource centers be properly publicized and made available to educators.

That access to resources be optimized statewide.

ORGANIZATION & ADMINISTRATION

PLANNING & POLICY DETERMINATION

Business, Industry & Labor



(COMMUNICATION)

An active program of public information and communication shall be encouraged. (10)

School boards should involve the local taxpayer in their central expansion programs from inception to completion.

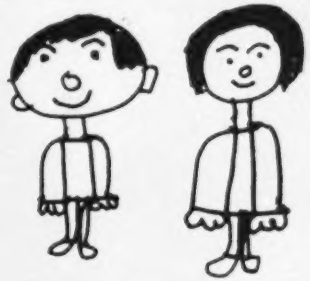
Parent advisory committees shall be used by each school board as a means of bringing community and parents into closer involvement with education.

The Research Coordinating Unit of the Department of Education shall be assigned the responsibility of researching, collecting, compiling, and communicating to the public that information regarding the educational needs of today and tomorrow.

(FORCED BUSING)

Forced busing shall not be required. (11)

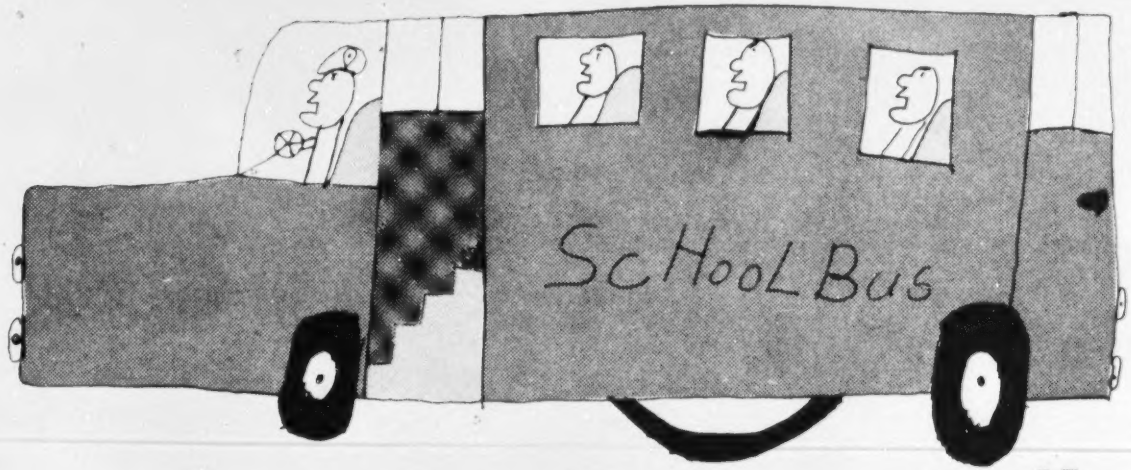
Parents



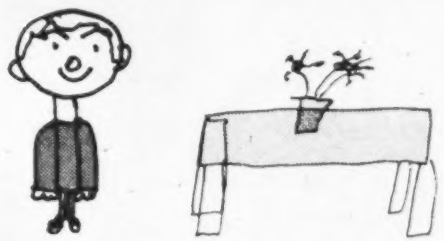
(COMMUNICATION)

Each child shall be educated in a school system where parents, students, the community, school board members, and school personnel, including both teachers and administrators, openly and continually exchange information and ideas on educational goals and methods, on curriculum, and on such other problems or concerns that arise. (14)

Parents have the ultimate responsibility for the upbringing of their children. The school's authority ends where it infringes on this right. We must pay more attention to parents' values and seek their advice more frequently.



School Administrators



(RESEARCH)

Each student will have the benefit of programs supported by sound research, adequately financed to allow districts to provide practical application to educational problems. (6)

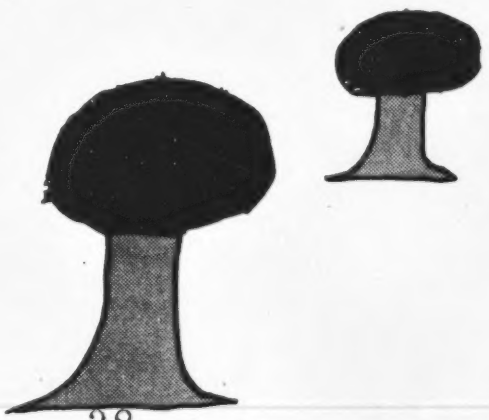
The State Department of Education will expand the role of the Research Coordinating Unit to solicit and disseminate, upon request, the research effort of the local districts.

The State Legislature will establish a research fund for interested local school districts.

Regional research centers, financed at the state level, will be developed which will assist local school districts in developing and disseminating research programs.

A task force comprised of law enforcers, attorneys, and educators will research the feasibility of all codes and regulations pertaining to schools being compiled under one title or heading.

The State Department will institute original research on all educational matters when appropriate.



School Board Members

(EDUCATIONAL PHILOSOPHY)

Each student shall be exposed to state/district goals of educational research which provide mechanisms through which the individual needs of each student may be identified. (5)

The student's educational program will be determined by:

Establishing individual student goals.

Conducting educational needs assessment.

Identifying student capabilities and/or deficiencies.

Evaluating and assessing educational program to needs of students.

Revising programs.

Consistent with geographic and climatic conditions, each student shall attend school in a district which is of such size that it can provide a continuous K-12 educational program in class sizes which maximize individual achievement and recognition (identity). (9)

District and individual class size shall be such as to provide maximum educational opportunity for Arizona's children.

A continuous K-12 program provides the most appropriate opportunity for grade to grade educational coordination.

The determination of optimum school district and class size shall be made on the above basis, consistent with geographic and financial constraints.

Each student shall, commensurate with financial resources available, participate in a program designed to provide an opportunity for maximum academic and vocational achievement at a pace commensurate with his/her individual needs and abilities. (2)

The student will be provided diagnostic tests to identify his/her needs, abilities, and interests.

The student will be provided criterion-referenced material which individualize instruction to meet identified needs, interests, and abilities.

The student will understand that proficiency in academic and vocational areas is necessary to enter an occupational area.

The student will evaluate his/her progress toward academic and vocational goals.

Teachers

Each school district shall develop an educational and community resource center of trained people who are willing to assist in education and this information shall be cataloged at regional centers.

School facilities shall be available for community education. (15)

To develop new and innovative ways of utilizing schools for community education and use.

The state to provide necessary monies so schools may be utilized for community education.

School facilities to be used as community resource centers as long as their use for this purpose does not interfere with education of bona fide students.

(SCHOOL AND COMMUNITY COMMUNICATION)

Every person shall be in a system which has developed effective communication channels among school board members, school administrators, teachers, students, parents, and other community members so that goals are clarified and their attainment facilitated. (10)

That effective communication channels be developed among all parties involved in the educational process.

That teachers, administrators, and school board members develop professional ways of dealing with each other.

That programs be developed to better communication between home and school, and school and community.

That effective communication techniques be developed to allow administration, faculty, parents, students, and other interested people in the community to become involved in assessing the needs and providing solutions to the problems.

That a unified and workable pupil evaluation system be developed to better communicate pupil progress.

(TEXTBOOKS)

Each student shall attend a school where the textbook adoption is on a local basis and is flexible enough to enable the school to reach its educational goals. (16)

To provide the local districts with a large selection of *suggested* textbooks.

To provide the local school district with evaluative data including comparison charts.

To provide local districts with complete autonomy in textbook adoption.

To provide that local textbook adoption shall be based on the decision of a local committee comprised of teachers, parents, and administrators.

The student will have financial resources made available for the district in which he/she attends school to accommodate the expenditures necessary for his/her education.

In the beginning...

In 1975 (and in prior years), fragmented efforts were attempted in the addressing of education needs in Arizona. Carolyn Warner, State Superintendent, established Statewide Advisory Committees as a vehicle for comprehensive and representative identification of educational needs in Arizona.

Five statewide committees of thirty persons each were established. One statewide advisory committee represented "Parents," another represented "Business, Industry and Labor," another "Teachers," another "School Administrators," and still another represented "Local Boards of Trustees/Education."

The statewide advisory committees' first meeting was called in October, 1975. Each of the five committees were given the charge –

"To identify and prioritize the educational needs in Arizona."

The committee members enthusiastically began their tasks with dedication and determination. Each of the five committees completed its charge in less than six months! They are to be complimented, individually and collectively, for the unselfish manner by which they gave of their time and energies. They recognized and respected the perceptions of fellow members while intensely seeking their individual expressions. In a competitive and cooperative spirit they gained group consensus.

This document presents the results of their efforts.

...To be continued

- Reinforcement and validation of the identified needs will be obtained from populations not involved in Phase I, i.e., "students," "retired citizens," "legislators," etc.
- The educational needs developed by the statewide advisory committees will be analyzed.
    - Alternatives for action will be developed.
    - Determination will occur as to appropriate procedure for action, i.e.:
        - Administrative clarification/action
        - Policy
        - Legislation.
    - Identification will occur as to time resolution:
        - Short range, 0-1 year
        - Intermediate range, 1-2 years
        - Long range, 2-10 years.
    - Constraints will be listed with each identified alternative.
    - Each alternative will be "costed out."
- Regional advisory committees will be created to aid in utilizing input gained in Phase I, into gaining additional input and in providing positive alternatives.

- Considering all of the above factors, plans of action will be developed and implemented!

SUPERINTENDENT'S STATEWIDE ADVISORY COMMITTEES

Administrators

Mr. Henry A. Barbarick, Mingus U.H.S. District
Mr. Glenn Burton, Glendale Elementary District
Mr. Phil Capozzi, Nadaburg District
Mr. Frank Davidson, Cartwright District
Mr. Richard L. Dawson, Mohave Cty. U.H.S. Dist.
Dr. Gerald DeGrow, Phoenix U.H.S. District
Mrs. Marjorie Estes, Marana School
Mr. M. D. Geraghty, Stanfield District
Mr. Robert Hegedus, Buckeye District
Mrs. Sarah Hubert, Kyrene del Norte
Dr. Russell Jackson, Roosevelt District
Mr. William Lazovich, Sunnyside H.S.
Dr. Thomas Lee, Tucson District No. 1
Mr. Paul Lemons, Miami H.S. District
Mr. Howard Lowe, Benson District
Mr. Alex Nader, Casa Grande U.H.S. District
Dr. Thomas Neel, Amphitheater H.S. District
Mr. Harold Porter, Agua Fria U.H.S. District
Mr. Eldon Randall, Ft. Thomas District
Mrs. Barbara Richardson, Walter Douglas School
Dr. L. Dow Rhoton, Pinetop-Lakeside District
Mr. Roger Romero, Clifton School District
Mrs. Phyllis Slaughter, Avondale Elementary
Mr. Hugh O. Summers, Globe H.S. District
Mr. H. L. Suverkrup, Crane District
Mr. R. Keith Udall, Apache County U.H.S.
Mrs. Elisabeth Vernon, Wheeler School
Dr. John Waters, Tempe U.H.S. District
Mr. David Williams, Flagstaff H.S. District

School Board Members

Rev. Leroy Albo, Wilson, Phoenix
Ms. Katherine Arviso, Window Rock, Window Rock
Mr. Gene Baker, Dysart, Peoria
Dr. Robert Barbee, Catalina Foothills, Tucson
Mr. Eddie Basha, Chandler, Chandler
Mr. Edgar Butterbaugh, Amphitheater, Tucson
Dr. Vole Coy, Paradise Valley, Phoenix
Mr. Walter Foote, Safford, Safford
Mrs. Rose Annette Harold, Salome, Salome
Mr. Vic Hooper, Balsz, Phoenix
Mr. Roy Hudson, Apache Junction, Apache Jct.
Mrs. Jerry Hughes, Peach Springs, Peach Springs
Mr. Lufkin Hunt, Pine, Pine
Ms. Peggy Jackson, Sacaton, Sacaton
Ms. Betty Kazan, Page, Page
Ms. Marilyn Kliewer, Wickenburg, Wickenburg
Mr. Ray Kunde, Patagonia, Patagonia
Mr. Robert Lanford, Palo Verde, Palo Verde
Ms. Rani Louthan, Mesa, Mesa
Mr. Donald Mendez, Indian Oasis, Indian Oasis
Ms. Betty Moore, Bisbee, Bisbee
Mr. Gerald Mundell, Alpine, Alpine
Ms. Shirley Murdock, Antelope H.S., Yuma
Mr. Andrew McCaulou, Sahuarita, Sahuarita
Mr. C. J. Nichols, Sunnyside, Tucson
Mr. Matt Pecharich, Clarkdale, Clarkdale
Mr. Stephen Scott, Creighton, Phoenix
Dr. D. H. Simmons, Winslow, Winslow
Mr. Wallace Thompson, Valley U.H.S., Elfrida

Teachers

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Mrs. Cheryl Anderson, Paradise Valley, Phoenix
Mrs. Pam Angalich, Alhambra, Phoenix
Miss Martha Bayer, Rice Elementary, San Carlos
Mr. Adolfo Barela, Patagonia, Patagonia
Mrs. Mary Bishop, Phoenix No. 1, Phoenix
Mrs. Lois Bollhauve, Coolidge Elementary, Coolidge
Mrs. Gene Buck, Willcox H.S., Willcox
Mrs. Katherine Carruthers, Ajo, Ajo
Mr. Enrique Castillo, Yuma Elementary, Yuma
Mrs. Jayne Dominguez, Isaac Elementary, Phoenix
Mr. John Duncan, Ash Fork Elementary, Ash Fork
Mr. Lee Ellis, Morristown Elementary, Morristown
Mr. Bob Federoff, Sunnyside Elementary, Tucson
Mrs. Lois Frickey, Nogales Elementary, Nogales
Mr. Jim Grosbach, Buckeye U.H.S., Buckeye
Mr. Bill Hodson, Chinle Jr. H.S., Chinle
Mrs. Mary Jean Kappel, Cave Creek Elem., Cave Creek
Mrs. Kathy Ketchum, Continental, Amado
Mr. William Lamson, Tucson No. 1, Tucson
Mrs. Betty Lytle, Kayenta Elementary, Kayenta
Mrs. Rita McCandles, Vail Elementary, Vail
Mrs. Connie Montierth, Thatcher Elem., Thatcher
Mr. Scott Mundell, Eloy Elementary, Eloy
Mrs. Sally Orrantia, Mesa Elementary, Mesa
Mrs. Peggy Serio, Holbrook Elementary, Holbrook
Mr. Paul Simmons, Deer River, Phoenix
Mr. William Soder, Parker No. 27, Parker
Mrs. June Stockhaus, Flagstaff Elementary, Flagstaff
Mr. Jerry Vandermark, Benson U.H.S., Benson

Parents

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Mrs. Drucilla Ann Ball, Mary Dill, Tucson
Mrs. Louise Benson, Peach Springs, Peach Springs
Mrs. Helen Brown, Tuba City, Tuba City
Mrs. Polly Bull, Bonita, Bonita
Mr. Clifford Calhoon, Ajo, Ajo
Mrs. Mickey Carlton, Casa Grande El., Casa Grande
Rev. Donald Cooke, Tucson No. 1, Tucson
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Mrs. Celia De La Ossa, Santa Cruz, Nogales
Mrs. Janet Dean, Madison, Phoenix
Rev. Wm. Denlinger, Flagstaff, Flagstaff
Mrs. Doshie Ellison, Gila Bend, Gila Bend
Mr. Raymond Enfield, Whiteriver, Whiteriver
Mrs. Marian Hannon, Flowing Wells, Tucson
Mrs. Edith Hatch, Duncan, Duncan
Mrs. Marlene Holt, Pendergast, Phoenix
Mrs. Carol Irwin, Glendale, Glendale
Mrs. Carol Justesen, Ray, Kearny
Mrs. David Kret, Scottsdale, Scottsdale
Mrs. Norma Leverty, St. David, St. David
Mr. William Parks, Amphitheater, Tucson
Mr. Ted Pettet, Payson, Payson
Mr. Phil Settineri, Laveen, Laveen
Mrs. Billie Slocum, Wellton, Wellton
Mrs. Sue Sossaman, Higley, Higley
Mrs. Minnie Stewart, Camp Verde, Camp Verde
Mr. Richard Teasley, Chandler, Chandler
Mr. Ken Thomas, Naco, Bisbee
Mrs. Kay Victor, Osborn, Phoenix

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Mr. Guy Bryant, Superior, Superior
Mr. Nephi Bushman, Snowflake, Snowflake
Mr. Sterling Clouse, Safford, Safford
Mr. Joe Diaz, Douglas, Douglas
Mr. Tom Doser, Sierra Vista, Sierra Vista
Mr. Charles Ewing, Riverside, Phoenix
Mrs. Sally Federspiel, Fountain Hills, Fountain Hills
Mr. Ray Freeman, Washington, Phoenix
Mr. S. Gibbons Frost, Show Low, Show Low
Mr. Len Fuller, Eloy, Eloy
Mrs. Leta Glancy, Kingman, Kingman
Mr. Bill Hattara, Flowing Wells, Tucson
Mr. Bob Holmes, Prescott, Prescott
Mr. Virgil Langley, Flagstaff, Flagstaff
Mr. Duncan McDonald, Inspiration, Inspiration
Mr. Denis Malm, Lake Havasu, Lake Havasu City
Mr. Vern McCracken, Chino Valley, Chino Valley
Mr. Kenneth Mettelmann, Litchfield Park, Litchfield Pk.
Mr. Cecil Miller, Jr., Tolleson U.H.S., Tolleson
Mr. Rondall C. Miller, Somerton, Somerton
Mr. Marvin Morrison, Gilbert, Gilbert
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Mr. Dick Perrine, Tempe, Tempe
Mr. Stephen P. Shadle, Yuma U.H.S., Yuma
Mr. Al Skousen, Peoria, Peoria
Mr. Elmer Thierman, Catalina Foothills, Tucson
Mr. Maynard Walters, Nogales, Nogales
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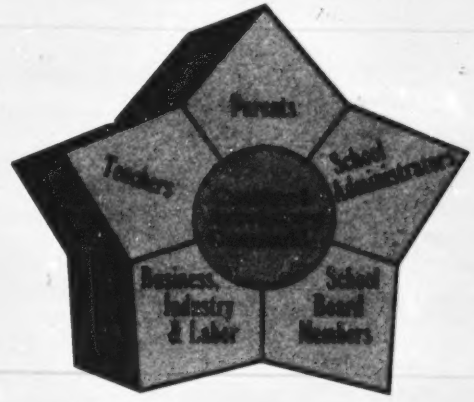

Art work contributed by first and second grade students of the Harold W. Smith School, Glendale Elementary District, Mrs. Kathryn Fortner, Art Teacher.